

**MOTIVATIONAL ORIENTATION AND ENGLISH
LANGUAGE PROFICIENCY OF STUDENTS OF THE
DEPARTMENT OF ENGLISH OF BRAC UNIVERSITY**

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April 2007



BRAC University, Dhaka, Bangladesh

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A Thesis

Submitted to the Department of English and Humanities

Of

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By

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Of

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This paper is dedicated to my parents for their support and encouragement.

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Nazia Khan

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Abstract

This research attempts to determine the motivational orientation of the undergraduate students of the Department of English of BRAC University towards learning English. Motivation is considered one of the dominant social psychological variables as far as language proficiency is concerned. This study is aimed at finding out the correlation between different types of motivational orientations and the language proficiency of the students of the Department of English of BRAC University. The study revealed quite conclusively that integratively oriented learners are more successful language learners. The research concludes with some pedagogical suggestions to promote integrative orientation in the language classroom.

Chapter-1: INTRODUCTION

1.1 Introduction

This research brings together some of the findings of a survey conducted to determine the motivational orientation of the students of the Department of English of BRAC University. The study is based on Gardner and Lambert (1972) who have laid the foundations for organized research into the role of motivation as a determining factor of success or failure in second language acquisition. Gardner and Lambert (1972) were first among the researchers who made the distinction between two types of motivation, *instrumental* and *integrative*. Integrative motivation shows a desire to identify with a language and its culture. Learners who are integratively oriented express a desire to establish a closer bond with the L2 community and language. It is claimed by researchers (Gardner and Lambert, 1972, Dornyei and Clement, 2000) the more learners become a part of the target culture the higher the possibility of achieving proficiency in the language. Those who are instrumentally oriented, on the other hand, have a practical, socio-economic objective for learning a language. Lukmani (1972) argues instrumentally oriented language learners can be equally successful language learners. In fact she considers instrumental motivation to be more important than integrative motivation in the South Asian context. Research on motivation of Bangladeshi learners is rare, although it is generally believed that motivation plays a significant part in language learning. The objective of this research is to determine the motivational orientation of the students of the Department of English of BRAC University and to see the correlation between students' motivational orientation and their proficiency in the target language.

1.2 Research Hypothesis

Integratively oriented languages learners are more successful language learners.

1.3 Purpose of the study:

Motivation is one of the dominant factors in language learning. The research has been undertaken to find out, the motivational orientation of the student of the Department of English of BRAC University and the resulting success or lack of success in mastering the second/foreign language. .

1.4 Rationale of the study:

Motivation is considered as an important factor in language learning. Although a lot of empirical research has been done in this field of motivation in second language learning, in Bangladesh research in this area is rare. Research conducted in this area will help to know the different type of motivational orientations of the students of Bangladesh, in particular, students of BRAC University, to learn English as a second/foreign language. A study of the motivational orientation of students of BRAC University will contribute no matter how minimally, to an understanding of the role of motivation in second/foreign language learning.

1.5 Limitation of the study:

Due to time constraint the study was conducted involving a small group (20) of students studying in the English Department of BRAC University. Because of limitation of time, interviews could not be taken but it could offer a more clear idea of the participants' second language learning orientation as well as their spoken competence in the language. Again, based on the result of this small study we cannot generalize the findings. In fact before coming to any conclusion, a research of large scale needs to be conducted involving students of many other departments. Perhaps the biggest problem is that due to lack of time, the questionnaire and the test could not be piloted which may have had an impact on some of the findings.

Chapter-2: LITERATURE REVIEW

Learning a second language successfully involves such factors as the teaching technique employed by the teacher, the ability of the teacher, the amount of time and effort invested in learning the language and most importantly the characteristics of the language learner. Motivation is one of the characteristics of the language learner, which has been regarded by researchers to be a helpful facilitator in the language learning process. Cohen and Dornyei claims that motivation is a "key learner variable" and they believe nothing happens without it (Cohen and Dornyei, 2002). In the literature review an attempt, will be made to focus on the different perspectives of motivation and their respective contributions to the second language learning. The literature will also review how different researchers have viewed instrumental and integrative motivation in their studies. The literature review concludes with why researchers are of the opinion that instrumental and integrative orientations are not mutually exclusive in language learning situations.

The word motivation might appear very simple and easy but in reality it is very hard to give one concrete definition, which will be able to give a complete idea about what the term motivation is all about. Theorists have found it difficult to give one simple definition of motivation. Although there are many definitions of what is and is not motivation, there is an absence of a convincing and comprehensive definition.

In general the term motivation can be defined as an inner force or power that helps a person to reach a goal, which is important for him. Keller(1983) defines motivation as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect." (as cited in Brown, 1994). Motivation has also been defined by psychologists as some kind of need or drive. A number of theories like expectancy value theories, attribution theory, self-efficacy theory, self worth theory, goal theory, self- determination theory has been developed to explain what exactly is motivation and how it influences learning (McDonough,1981).

For the last three decades considerable amount of research has been done to understand the role of motivation in second language learning. Two Canadian psychologists Robert Gardner and Wallace Lambert have conducted most of the significant studies regarding motivation in second language learning. In order to understand the role of attitude and motivation in successful second language learning, Gardner and his associates extensively studied motivation for twelve years in Canada, several parts of the United States and in Philippines. Dornyei mentioned that Gardner and his associates also constructed scientific research procedure and standardized assessment techniques and instruments thus bringing L2 motivation research to maturity (Dornyei, 1994).

From their extensive research on motivation Gardner and Lambert identified (1972) two basic kind of motivation, which they defined as integrative and instrumental motivation. A learner is said to have integrative motivation when he learns the language with a positive attitude and has a desire to integrate in to the society where the target language is used. On the other hand a learner who has instrumental motivation is found to learn a language for utilitarian purposes (cited in Littlewood, 1984).

Gardner and Lambert from their investigation of mainly English speaking learners of North America found that learners with a higher integrative motivation achieved greater language proficiency (ibid). Again, Spolsky's investigation done in 1969 also showed that learner with integrative motivation scored high in a proficiency test of foreign language (cited in Brown, 1994). The claim of these above studies was that integrative motivation plays an important role in successful second/ foreign language learning.

Mowrer (1960) pointed out that self-identity and positive attitude motivate a child to learn its first language. He argued that just as the child learn its first language in order to identify with its parents; in the same way a second language learner may be motivated to learn the second language in order to identify with the target language community. Based on this view of Mowrer,

Gardner pointed out that an individual with an integrative motivation is more likely to learn the second language successfully (Ellis, 1985).

In contrast to Gardner (1972) and Spolky's (1969) findings, Lukmani (1972) in her research found that instrumental motivation is more important than integrative motivation for Marathi speaking high school student who are learning English in India (cited in Brown, 1994). Braj Kachru (1977, 1992) also points that India is one example where it is not uncommon for second language learners to be successful with instrumental orientation (ibid.). Again, Oller's (1977) research on Mexican – Americans learning English as a second language showed that learners with an instrumental orientation achieved highest score on the proficiency test, although they have no desire to integrate with the Anglo-American population. (Oller, 1977)

Again, Au (1988) in reviewing twenty-seven different studies considering integrative and instrumental orientation to language learning concludes that it is difficult to site only one motivational orientation as a reason for successful second language learning (cited in Brown, 1994).

Ely mentioned that although the concept of integrative and instrumental motivation was valuable for creating interest among researchers to investigate the role of motivation in second language learning, he also pointed that there are several problems with this viewpoint. He further argues that it is difficult to differentiate between integrative and instrumental motivation. He also mentioned that the investigators faced difficulty to distinguish between 'integrativity' and 'instrumentally' while they carried out their research on Hispanic students learning Spanish at South Western University and students of junior high school learning Hebrew in Toronto. In both cases investigators found that "integrative motivation (a desire to affiliate with the L2 community) underlay apparent instrumentality (an interest in future occupational uses of the language)" (Ely, 1986).

Ely's empirical research on students learning Spanish in a University of northern California found three motivational clusters. The first two clusters represented integrative and instrumental motivation and the third cluster represented second language learning to fulfil a language requirement in the university. His research demonstrates that fulfilling language learning just for academic requirement can motivate a student to learn a language (ibid).

Later Gardner and Lambert found different results while they conducted study on English learners of Philippines. In the study they found those learners who were instrumentally motivated to be more successful in language learning than learners who are integratively motivated (cited in Littlewood, 1984).

The contradictory findings of the different studies of the researchers do not, however, lessen the importance of the integrative and instrumental construct. Rather these investigations show that there is no single motivational reason for learning a second language. It points out that learners in some context are successful in learning a language if they are instrumentally motivated and again in some context they are successful if they are integratively motivated. Moreover, researchers like Brown points out that the two types of motivation are not mutually exclusive. Although there are situations where second language learners have become successful language learners by exclusively one orientation, in most situation learners are found to have a mixture of each type of motivation. Brown gives example of Chinese students living in the U.S. who learn English for both academic purpose and for integrating with the American culture (Brown, 1994).

In recent years a lot of studies are being done to know how motivation helps in the process of second language learning. Although it is not possible to review and discuss all aspects of motivation in a paper of this length, only a general overview of what motivation consists of and the two major types of motivation that researchers have classified have been discussed. The literature review also reflects that researches like Gardner and Lambert are in the support of integrative orientation. On the other hand, researchers like Lukmani are in the view that it is also possible for learners to become

successful with instrumental purpose. Again, there is another group of researchers who believe that it is difficult to say that learner with only one orientation can be successful language learners.

Chapter-3: RESEARCH DESIGN & METHODOLOGY

*instrumental
integrative*

3.1 Research Design:

This research is a small-scale, one-time quantitative survey of the motivational orientation of students of the Department of English of BRAC University.

3.2 Research Questions:

1. What is the motivational orientation of second/ foreign language learners at the Department of English at BRAC University?
2. What is the correlation between the form of motivation and successful second/foreign language acquisition?

3.3 Participants:

A total of 20 students of BRAC University participated in the survey. All the students were from the Department of English. The students were randomly selected. The participant's mother tongue is Bangla and English is their second/foreign language. Most of the participants came from Bengali medium schools, Out of twenty participants fourteen are from Bengali medium schools where English is a compulsory subject in their curriculum these participants each had 12 years of English learning prior to entering to university. The rest five participants were from English medium schools.

3.4 Instrument:

To conduct the survey a questionnaire with eight close ended statements was constructed. A proficiency test was also designed and administered along with the questionnaire. The exercises for the test were taken largely from *TOEFL* test books. The test also included a reading proficiency test given to assess participants' ability to read and summarize a text. The exercise was taken from a book titled: *Improving Reading Ability*, co-authored by Stroud Ammons and Bamman. The test was designed to assess participants' general English proficiency and no attempt was made to assess participants' literary aptitude.

3.4.1 Format of the Questionnaire and Test:

The questionnaire was divided into two parts. In part A the students provided their personal information like their gender, age etc. Part B comprised two sets of questions each comprising four statements, dealing with the motivational orientation of the respondents. The questionnaire was developed adapting Gardner's *The Attitude/Motivation Test Battery*: (AMTB 1985). The participants were asked to indicate their response on a five point Likert scale (ranging from strongly agree to strongly disagree - scale 1-5) based on their individual motivation orientation.

A proficiency test was also developed to ascertain the correlation between a form of motivation and the resulting proficiency in second/ foreign language learning. The test carried 10 marks and it included items like, error correction, scrambled sentences, sentence completion and reading comprehension. All test items carried 2 marks each except reading comprehension which carried 4 marks.

3.5 Data collection procedure:

At first the questionnaire was distributed among the participants. They were given 10 minutes to complete the questionnaire. After the distribution of the questionnaire the participants were explained what they needed to do. The participants, however, were not informed that their motivational orientation to English language learning was being investigated. The researcher was physically present to assist the participants in case of need. After the completion of the questionnaire the students sat for the proficiency test for which they were given 25 minutes.

3.6 Data Analyses:

The results of the survey were statistically analyzed to determine the student's mean score of the two types of motivation. The correlation analysis was conducted to determine the correlation between a form of motivation and successful second/foreign language acquisition.

Chapter-4: RESEARCH FINDINGS

The raw data had been inserted into the computer and analyzed through SPSS (Statistical Package for Social Sciences) version XI.5. Table 1 below indicates the mean score of each of the 20 participants' integrative and instrumental orientation as well as the difference between the two mean scores.

Table: 1 Participants' Mean Integrative and Instrumental Orientation

Participant Number	Mean Integrative Orientation	Mean Instrumental Orientation	Difference
1	4.25	3.00	1.25
2	5.00	3.00	2.00
3	4.75	1.75	3.00
4	4.75	3.00	1.75
5	4.75	3.50	1.25
6	4.50	4.25	0.25
7	5.00	4.00	1.00
8	4.75	4.50	0.25
9	2.75	2.25	0.50
10	3.75	4.00	-0.25
11	4.50	4.00	0.50
12	4.25	4.50	-0.25
13	4.25	4.50	-0.25
14	3.75	4.25	-0.50
15	4.75	4.50	0.25
16	4.50	3.50	1.00
17	4.50	3.50	1.00
18	4.50	3.75	0.75
19	3.50	4.25	-0.75
20	3.75	4.00	-0.25

Table 2 below shows the test items and participants test score in each item as well as the total grade they received.

Table 2: Test Results

Participants	Error correction (Out of 2)	Scramble sentences (Out of 2)	Sentence completion (Out of 2)	Reading Comprehension (Out of 4)	Total (Out of 10)
1	1	2	2	4	9
2	1	2	2	4	9
3	1	2	2	4	9
4	1	2	2	4	9
5	1	2	1.5	4	8.5
6	1	1	2	4	8
7	1	1.5	1.5	4	8
8	0	.5	1.5	4	6
9	.5	2	2	0	4.5
10	1	2	1	0	4
11	1	1	2	0	4
12	0	1.5	2	0	3.5
13	1	2	.5	0	3.5
14	.5	1.5	1.5	0	3.5
15	0	2	1.5	0	3.5
16	.5	1.5	1.5	0	3.5
17	0	1.5	2	0	3.5
18	.5	1	1.5	0	3
19	1	1.5	0	0	2.5
20	0	.5	1.5	0	2

Chapter-5: DISCUSSION

A closer look at participants' mean instrumental and integrative orientation revealed 2 different types of motivational orientation with one group being integratively oriented (40%) and the other both integrative and instrumentally oriented (60%). This was deduced by comparing the mean scores of both instrumental and integrative orientation. The difference of 1 and above was assumed to be significant difference.

One method of testing the validity of subjective claims of motivational orientation would be to correlate them with an objective measure of achievement such as a formal language test. With this end in mind a test was designed to assess respondent's language proficiency. The correlation analysis between questionnaire and test result show clearly the relationships between the students' motivational orientation and their actual English proficiency. A score of 8 and above out of a total of 10 was assumed to be a high score. The analysis revealed quite conclusively that integratively oriented learners were more successful language learners. For the sake of convenience in interpreting the tables they have been reproduced below:

Both Integrative and Instrumental Orientation:

The first group of respondents whose mean difference in integrative and instrumental orientation is less than 1 have been categorized as both instrumentally and integratively oriented learners. This includes the following respondents:

Table: 3A

Respondent Number	Mean Integrative Orientation	Mean Instrumental Orientation	Mean Difference
6	4.50	4.25	0.25
8	4.75	4.50	0.25
9	2.75	2.25	0.50
10	3.75	4.00	-0.25
11	4.50	4.00	0.50
12	4.25	4.50	-0.25
13	4.25	4.50	-0.25
14	3.75	4.25	-0.50
15	4.75	4.50	0.25
18	4.50	3.75	0.75
19	3.50	4.25	-0.75
20	3.75	4.00	-0.25

The corresponding test scores (see Table 3. B) of these respondents reveal that out of 12 respondents only one (respondent number 6) scored 8 out of a total of 10 marks. The rest scored 4.5 and less with just one respondent (number 8) scoring 6. The high test score of respondent number 6 can be ascribed to the fact that the mean integrative score of the respondent slightly higher than the mean instrumental score. The same is not true, however, about respondents 9, 11,15 and 18 who, although show slightly higher mean integrative score compared to their instrumental score (and have been categorized as having mixed orientation) their corresponding test scores show lack of proficiency in the target language i.e. 4.5, 4, 3.5 and 3 out of a total of 10 marks.

Respondents 10, 12,13, 14, 19, and 20 also show slight difference between their integrative and instrumental orientation (with instrumental orientation being slightly higher than integrative orientation and thus categorized as being both instrumentally and integratively oriented) but their test scores show lack of proficiency in the language i.e. 4, 3.5,3.5, 3.5, 2.5 and 2 respectively.

Based on the data, the conclusion can be reached that respondents who are both integratively and instrumentally oriented did not prove to be successful language learners.

Brown argues that second language motivation 'involves a mixture of each type of motivation' and that the two types of motivation are 'not necessarily mutually exclusive' (Brown, 1994). But, what his research did not establish was the correlation between mixed orientation and language proficiency.

An explanation for the lack of proficiency of those with mixed orientation can be that these respondents wrongly assumed themselves to be integratively oriented as well as being students of the department of English and of a private university where the medium of instruction is English, these respondents feel more integratively oriented towards learning English even if only in theory.

Test results: 3B

Participants	Error correction (Out of 2)	Scramble sentences (Out of 2)	Sentence completion (Out of 2)	Reading Comprehension (Out of 4)	Total (Out of 10)
6	1	1	2	4	8
8	0	.5	1.5	4	6
9	.5	2	2	0	4.5
10	1	2	1	0	4
11	1	1	2	0	4
12	0	1.5	2	0	3.5
13	1	2	.5	0	3.5
14	.5	1.5	1.5	0	3.5
15	0	2	1.5	0	3.5
18	.5	1	1.5	0	3
19	1	1.5	0	0	2.5
20	0	.5	1.5	0	2

Integrative orientation:

As table 4.A indicates, o a total of 8 respondents (40%) claimed to be integratively oriented out of which 6 of whose test result also confirm that their motivational orientation correlates well with their English proficiency. Out of a total of 10 marks all 6 respondents scored 8 and above. Thus the result of co-relational analysis supported the predicted relation between integrative motivation and successful language learning. An integratively oriented language learner seems to have a stronger intent to learn the language and shows a more positive attitude towards the people and culture of the target language which results in their being more successful as language learner. Incidentally, not all 6 respondents are from English medium background. This is an interesting finding because it is generally thought that only students from English medium background can be integratively motivated toward learning a second/foreign language.

Table 4. A

Respondent Number	Mean Integrative Orientation	Mean Instrumental Orientation	Difference
1	4.25	3.00	1.25
2	5.00	3.00	2.00
3	4.75	1.75	3.00
4	4.75	3.00	1.75
5	4.75	3.50	1.25
7	5.00	4.00	1.00
16	4.50	3.50	1.00
17	4.50	3.50	1.00

Table 4. B

Participants	Error correction (Out of 2)	Scramble sentences (Out of 2)	Sentence completion (Out of 2)	Reading Comprehension (Out of 4)	Total (Out of 10)
1	1	2	2	4	9
2	1	2	2	4	9
3	1	2	2	4	9
4	1	2	2	4	9
5	1	2	1.5	4	8.5
7	1	1.5	1.5	4	8

Table 4.C TEST SCORE OF RESPONDENTS 16, and 17

Participants	Error correction (Out of 2)	Scramble sentences (Out of 2)	Sentence completion (Out of 2)	Reading Comprehension (Out of 4)	Total (Out of 10)
16	.5	1.5	1.5	0	3.5
17	0	1.5	2	0	3.5

Although respondents 16 and 17 claim to be integratively oriented their test scores shown separately on table 4.C above do not corroborate. An explanation for this would be that these two respondents wrongly claimed to be integratively oriented.

Chapter-6: CONCLUSION AND IMPLICATIONS

6.1 Conclusion

The research confirms fairly conclusively the original hypothesis that *integratively oriented learners are more successful language learners*. It also confirms Gardner and Lambert's theory of the correlation between integrative motivation and language proficiency. In their opinion integratively oriented learners should know the language well as they learn it to integrate into the culture in which the language is spoken and they do not learn it for any utilitarian purposes. Thus an integrative orientation is typical of someone who identifies with and values the target language and community, and who approaches language study with the intention of entering that community. Such an individual is thought to have an internal, more enduring motivation for language study. Instrumentally motivated learners, on the other hand, are more likely to see language learning as enabling them to achieve utilitarian goals and as having no special significance in itself. Such learners do not tend to seek for integration in the target group; they learn the language purely for social and economic advantages or only to pass exams. According to Norris-Holt "it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition" (Norris Holt, 2001). Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al 199) believe "it is integrative motivation which has been found to sustain long-term success when learning a second language" (as cited in Norris-Holt, 2001)

6.2 Implications

Second language proficiency depends on the interaction of many "learner factors" like general intelligence and aptitude, but motivation is perhaps the only personality variable that has consistently appeared as a major factor in second language learning. While many studies have shown that integratively

oriented students in general achieve higher proficiency levels in language learning than instrumentally oriented students and as this research also indicates, little is being done to help learners develop integrative motivation. Teachers need to carefully think of ways to promote integrative motivation of learners by adopting teaching methods and techniques that facilitate integrative motivation. By enriching the content learners can be encouraged to actively participate in the learning process and thus see beyond utilitarian objectives for learning a language or merely to pass exams. Since integrative motivation has been found to co-relate significantly with language proficiency of adult learners, it is imperative that teachers and equally importantly learners rethink their purposes and reasons for learning a second / foreign language.

Resources :

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APPENENDICES

Appendix: I

Section 1:

QUESTIONNAIRE

I am doing a research for my 4th year final semester. I shall be very grateful for your cooperation in doing the research.

This questionnaire is private and confidential. The information gathered from individual questionnaires, will be analyzed for research purposes only. There are no right or wrong answers. I am simply interested in your opinions.

Part A:

Please, circle the answer that applies to you.

I am ... male female

What is your age (please, tick the answer that applies to you)?

18- 19
20-21
22-23
24-25

Which semester are you currently doing at BRAC University?

.....

What was your medium of instruction in school and college (please, tick the answer)?

a) English b) Bengali

Part B:

Please give your immediate reactions to each of the following items. Don't waste time thinking about each statement. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that we obtain your true feelings.

Please, read each statement and circle the number that applies to you:

5 = strongly agree, **4** = agree, **3** = neutral, **2** = disagree, **1** = strongly disagree

1. Studying English can be important for me because:

a	It will enable me to be more comfortable with English.	5	4	3	2	1
b	It will allow me to meet and interact with native English people from different cultures.	5	4	3	2	1
c	It will enable me to comprehend and appreciate English art and literature.	5	4	3	2	1
d	It will enable me to read books written in English.	5	4	3	2	1

2. Studying English can be important for me because:

a	I'll need it for future career.	5	4	3	2	1
b	It will enable me to appear more knowledgeable person.	5	4	3	2	1
c	It will enable me to participate in classroom discussions.	5	4	3	2	1
d	People will respect me more if I know English.	5	4	3	2	1

2) obstinate that anyone you could believe can so stupid and be

Ans:

3) licence important there is and difference license any between

Ans:

4) have people many how the accepted invitation

Ans:

Sentence completion:

Change the form, but not the meaning, of each of the following sentences by completing the alternative sentence given. Make only those changes, which are necessary.

Example: She thought I was a plain-clothes policeman.

She took

Answer: She took me for plain - clothes policeman.

1) There is no time to be lost.

We

Ans:

2) The person who painted that must have been a great artist.

Only a great artist

Ans:

3) We enjoyed the picnic, in spite of the heat and humidity.

Although the day

Ans:

4) There must be someone at home.

There can't

Ans:

Part C:

Tick the sentence that best summarizes the passage:

Deafness is an affliction that affects a little more than 100,000 persons in the United States, 35 to 40 thousand of whom are under 20 years of age. Deafness varies in degree of severity and age of onset. The profoundly deaf are those whose hearing loss is so great that hearing is of no use in communication even with the use of hearing aids, or in learning speech. Deafness occurring at any age is an inconvenience and creates serious social problems. But its consequences are greatest when it is present at birth or occurs before any considerable command of language is achieved. The most serious consequence of deafness acquired at this period in life is not the inability to hear as such, but the fact that it blocks the development of speech. Language is central to learning, communication, and thought. One might think that blindness were a more serious obstacle than deafness, and in some ways it may be; but the blind are not particularly handicapped in language development nor in acquiring an education.

- A. Deafness at any age is a great inconvenience, but its consequences are most serious when present at birth or at an early age.
- B. The most serious consequences of congenital deafness or deafness acquired in infancy is its interferences with language development.
- C. Deafness occurring in adult life should not interfere with one's ability to think, write, or read.
- D. As far as communication and educational development are concerned, deafness is a more serious affliction than blindness.

Thank you for your time and cooperation. It is greatly appreciated.